

**ASSESSMENT & INTERNAL VERIFICATION POLICY**

**Purpose of this document**

This Policy is to support the continuous improvement of assessment , internal and external, by putting the achievement of Learners at the heart of the assessment process and to provide guidelines for staff and Learners about their responsibilities in the process, so as to ensure best practice in assessment and in internal and external verification/standardisation.

Reynolds Training Academy will make every effort to ensure, through its Quality Assurance and Improvement Systems and Procedures, that Learners are able to achieve their qualification aims to the maximum of their ability and potential, supported by high quality assessment processes and effective, timely, constructive feedback.

# Coverage

Assessment, External and Internal Verification.

# Learner Assessment Entitlement

All Learners are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment, verification, standardisation and moderation procedures are in accordance with Awarding Body requirements.

Learners are entitled to assessment that will be used in planning learning and in monitoring Learners’ progress. It will be sensitive to the needs of individual Learners, and reflect the context in which learning takes place and where achievement is tracked, recorded and accredited. This also includes considering an accreditation of prior learning as part of the planning.

Feedback of progress by Learners, against agreed criteria for assessment, is the cornerstone of this entitlement, and this must be clear, timely and transparent.

**This entitlement is regardless of ethnicity, gender, age, learning difficulty or disability. It further entitles Learners to registration and entry through the Training Academy for their qualification aims, providing they have met their learning agreement conditions.**

# Assessment Principles

* Assessments are designed to enable Learners to demonstrate achievement of the standards of the units and elements of a programme.
* Support, where appropriate, is offered to Learners to enable them to meet the required standard by providing equality of access to assessment, and through additional Tutorial or learning support where individuals require this, in order to progress with their programme of study.
* Special arrangements for assessment may be made in accordance with the Awarding Body and here prior agreement has been made with the Internal and/or External Verifier/Moderator, as appropriate.
* Clear guidelines are provided for Assessors and Learners, both in the operation of Formative Assessment (training) on-programme, and Summative Assessment during the programmes and in the feedback of assessments to Learners, in order to enable them to plan and regulate the effectiveness of their own learning.

As such, Reynolds Training Academy operates an Assessment Policy which:

* Aims to provide fair, timely and informed feedback and assessment for all Learners.
* Complies with the examination and assessment regulations of accredited Awarding Bodies and qualifications.
* Includes a written procedure for Appeals against unfair assessment.
* Entitles all Learners access to initial diagnostic assessment and appropriate follow-up learning support.
* Assesses the support needs of all Learners at entry and feeds back into on-programme Tutorial support.
* Seeks to identify and to offer support to any Learners with special learning support needs or learning difficulties.
* Actively promotes the Training Academy’s Equality, Diversity and Inclusion Policy.
* Actively promotes and implements the Training Academy’s Malpractice and Appeals Policies.

# Assessment Guidelines

# Reynolds Training Academy’s Responsibilities in the Assessment Process:

The Training Academy aims:

* To provide all Learners with an outline of their programme assessment requirements together with clear explanation of the assessment requirements of their Awarding Body and qualifications, together with details of the Appeals and Malpractice Policies/Processes.
* To provide all Learners with a copy of an annual / termly assessment schedule, where appropriate.
* That all assessments will be accompanied by a briefing sheet, where appropriate, which clearly states the criteria for successful completion of the assessment, and the marking and feedback arrangements.
* That all processes of Formal Assessment relating to Awarding Bodies’ requirements, will be supervised by the Training Academy’s MIS Team, who will maintain records of entries, individual achievements by Learners and claim full and unit certification.
* To provide a programme of opportunities to practice meeting the final assessment standards will be made available to Learners during the formative period of assessment.
* That Assessors and Internal Verifiers (IQAs) will only be used where Assessment and Internal Verification experience and vocational qualifications meet the Awarding Body requirements. Assessors/IQAs in training will have their decisions countersigned by an approved Assessor/IQA.
* That sufficient internal assessments will be sampled through internal verification, to meet Awarding Body requirements
* That clear and effective constructive feedback from all assessments, will be provided to all Learners on a feedback sheet which will include marks/grades, written feedback and action planning. SMART targets for improvement will be set by Assessors.
* That internal and external moderation/standards verification of standards will take place regularly, using Learners’ assessed work/portfolios, to meet the requirements of Awarding Bodies, and to ensure appropriate standardisation of assessment and consistency by all staff involved within the assessment process.
* To supply an appropriate amount of equipment and resources to support assessment, which will be maintained at a level to meet current Awarding Body requirements.
* That opportunities to be re-assessed, to resubmit work or to appeal against an assessment decision, will be made available to all Learners as appropriate, and in accordance with Awarding Body and qualification requirements.
* The Training Academy expects that Learners will take assessments and/or exams when they are at an appropriate level and standard to successfully achieve the required outcome. Where a Learner is unsuccessful in achieving their outcome, the Training Academy will support a further resit. Any subsequent resits must be formally approved by the Programme Manager/Director of Quality & Training.
* That Learners will be given an opportunity to complete Formal Assessment / Exams in a timely manner. Where a Learner is unsuccessful in achieving the Formal Assessment / Exam, they will be given further opportunities to achieve within the academic year, where the examining windows/opportunities exist.
* That Standardisation activities are undertaken throughout the academic year to ensure consistency in assessment and informal verification, and that Learners’ work meet the required standards.
* To ensure that at Tutorials, regular reviews of the Learners’ individual progress will be undertaken, which will incorporate constructive feedback from all relevant staff involved in assessing a Learners’ progress against their individual training and assessment programme. The Personal Tutor will provide an overview of each Learner’s overall progress against targets for assessment, and will be responsible for reporting progress or improvement issues to the Learner, and / or Parents / Employers, if appropriate. (See below).
* To provide regular and constructive reporting of both actual formative training for assessment and predicted Summative Assessment outcomes for Learners, Parents and Employers, as appropriate, and in accordance with Awarding Body requirements.
* All Training Academy staff involved within a process of assessment will be provided with sufficient information, training and up-to-date qualifications, where required, together with recent industrial experience, as appropriate, to meet an Awarding Body’s requirements, and to fully implement the Training Academy’s Policies and Guidelines regarding assessment.
* Learners and staff are familiar with the Training Academy’s Malpractice and Appeals Policies.

# Departmental Internal Verification and Assessment Strategies

**Each department will produce their own Internal Verification and Assessment Strategy in line with Awarding Body Internal Verification and Assessment Guidelines.**

# Marking Procedures

# In order that Learners know how well they are working, what their strengths are, and what to do to improve, it is essential that an effective, creative approach to assessment for learning is in place, and That teaching, learning and the curriculum are responsive to Learners’ needs and clearly focus on raising achievement.

# When marking work all staff should ensure that errors in Literacy are corrected to include, spelling, punctuation and grammar, and where relevant, correction of Numeracy errors.

* Where relevant, the assessment criteria must be clearly referenced against the evidence, according to Awarding Body guidelines.
* Where relevant, a variety of different coloured pens are to be used to distinguish between Assessor, IQA and Lead Internal Verification (LIQA) marking.

# Formative Feedback – *(process towards completing a final product)*

# Formative Assessment is a range of formal and informal assessment procedures, employed during the learning process, in order to modify and improve teaching and learning activities. The focus should always be on learning and application of knowledge and skills, not on grade achievement.

# Whether oral or written, formative comments should:

* Identify what has been done well
* What still needs improvement
* Shows Learners how to improve their performance and move them on in their learning
* Promote Learner confidence and enhance Learner learning
* Be predominately encouraging and constructive
* Be personal
* Relate to lesson objectives and learning outcomes
* Give positive feedback
* Stretch and challenge the Learners to think for themselves
* Provide advice and guidance

However, in respect of qualifications on the NQF, formative feedback can only be given throughout an assignment to discuss:

* The pros and cons, strengths and weaknesses of an idea
* Prompts for research

No formal written or oral formative feedback can be provided to identify what needs to be done to improve the work. Only one Formal Assessment (Summative) can be undertaken on completion of an assignment/activity.

**Summative Assessment – (*assesses the final product)***

The Summative Assessment record is the only place where the Assessor formally records their assessment against individual assessment criteria. Feedback:

* Should be constructive
* Should support Learner progression
* On ‘general comments’, where relevant, should be on elements such as

 conduct, timekeeping, attitude, behaviour

* Should quote directly from assessment criteria - no specific feedback should be given

 on how to upgrade work - Learners must work independently throughout the

 assessment cycle

# Standardisation

# Standardisation training will be undertaken at the beginning of the academic year by the Lead

# Internal Verifier or Director of Quality & Training and before any Formal Assessment and Internal

# Verification of assessment decisions have taken place, in order that assessment decisions are

# consistent with National Standards. This will also include standardisation of assignment briefs, where

# relevant.

# Following training, Standardisation Meetings will be held regularly throughout the academic

# year, in line with the approved Assessment and IQA schedule.

# These events will be formally recorded.

# The Learners Responsibilities in the Assessment Process

**The Learner is required:**

* To attend all Tutorials and classes punctually.
* To produce work for Formative and Summative Assessment, in line with Awarding Body requirements or for submission to an Awarding Body, as required by the Assessor, to a timescale stipulated within the individual training and assessment programme and made available (alongside the Scheme of Work).
* To provide coursework and/or portfolio evidence for inspection by the Programme Manager, Director of Quality & Training or Internal / External Verifier(s) on request, and within the schedule of assessable work above.
* To undertake placement/residential commitments as required by course guidelines.
* To attend examinations, assessments (including IQA and EV/SV visits) and submit work as required for assessment.
* To provide in advance of an Assessor’s/IQA meeting information on any exceptional personal circumstances which may have affected performance and which s/he may wish to be taken into account.
* If the Learner fails to attend Examinations, Assessments (EQA visits) or to submit/resubmit work for assessment without good cause, the Assessors have the authority to deem that the Learner has failed the assessment.
* If the Learner is found to have misled or attempted to gain unfair advantage, Assessors have the authority to deem the Learner to have failed part or all of the assessment and to determine whether or not the Learner will be permitted to be reassessed.
* Course Tutors are responsible for registering Learners with the Awarding Body and/or their examination entry by completing the required information and checking that the MIS Team/Administration Team registers the Learners correctly.
* In public examinations, Learners should be in the exam room 15 minutes before the exam is due to start and all Learners should bring with them their Statement of Entry; failure to do this may result in a delayed start for that Learners.
* To declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study, so that appropriate support may be put in place.

**Note: PLAGIARISM**

In order to prevent incidents of plagiarism by Learners of published or non-published work produced by others, there will be a requirement for Learners to make an appropriate acknowledgement or reference to such sources within the essay or assignment. This applies to text, CD-ROM or Internet sources.

Learners who fail to acknowledge sources may be disqualified from the assessment process or required to resubmit/retake their essay/assignment.

# Appeals Policy and Procedure:

* It is the responsibility of the Training Academy to make all Learners aware of the Appeals Procedure during Induction.
* It is an Awarding Body requirement, as a condition of approval, that a Learner may challenge assessment outcomes. If the Learner feels that the Training Academy has not acted in an appropriate way, the concern must be made firstly to the Training Academy and only if this process is unsatisfactory, then to the Awarding Body.
* Assessment of Learners is a continuous process on all programmes with constructive feedback given throughout the assessment period.
* At the stage that assessment feedback is given, a dated record of the outcome should be made and signed by both Assessor and Learner. There must be a copy for the Training Academy records and the Learner.

# The Informal Appeals Procedure:

* If the Learner disagrees with the assessment outcome, the Learner is expected to explain the basis of the disagreement to the Assessor at the time of the feedback session. Such `negotiation’ does not constitute a Formal Appeal.
* If after such feedback the disagreement has not been resolved, both the Assessor and Learner should request guidance from the Internal Verifier.
* The Internal Verifier (IQA) samples assessments at regular intervals and advises on their reliability. The IQA must examine closely any disputed evidence, which may result in the Learner being required to be re-assessed by a second Assessor.

# The Formal Appeals Procedure:

* If, after consultation with the IQA, the Learner is still unhappy with the outcome and wishes to make a Formal Appeal, s/he should appeal in writing within two weeks of the original assessment decision to the Programme Manager or Director of Quality & Training, who must acknowledge receipt. The Appeals Form will be shared with the Learner.
* The Programme Manager or Director of Quality & Education will inform the External Verifier/Standards Verifier within two weeks of receipt of the Formal Appeal and seek their guidance and decision.
* The External Verifier/Standards Verifier recommendation will be final.
* In respect of external examinations a Learner must apply directly to the Awarding Body.

# Roles and Responsibilities for Assessment, Internal & External Verification

# Individual Teachers and Assessors to ensure:

* Initial assessment and identification of ongoing support, where required.
* Induction programmes fully explain assessment requirements of the qualification and the Malpractice and Appeals Policies and Procedures.
* Initial action planning.
* Setting assignments, Formative and Summative Assessments, which are appropriate and take into account individuals’ training and assessment programme.
* Administering tests and internal/public examinations, alongside staff from the Funding & MIS Data Department.
* Actively involving Learners throughout the assessment process ensuring they are aware of assessment criteria, methods, standards and grading systems (as appropriate to the qualification).
* Undertaking regular and recorded Formal Reviews with agreed and realistic (SMART) target setting and action planning, and constructive, helpful feedback for improvement.
* Contribute to the Learner Achievement Tracking that is the basis of the Training Academy’s Tutorial processes, in advance of the 6 weekly 1:1 Tutorial Review, and also provide written comments in any reports to parents / employers if appropriate.
* Undertaking regular recording of progress, both individual and group, in accordance with Awarding Body guidelines.
* Providing Learners with clear, constructive feedback on the results of their assessment.
* Offering appropriate progression/exit guidance.
* Attending regular staff development and training/conferences.
* Using assessment to feed individual skills profiles and to support development of maths and English, where appropriate.
* Setting and assessing homework.
* Ensuring that the Training Academy’s Equality, Diversity and Inclusion Policy is taken into account throughout the assessment process.
* Provision of relevant information on Learners’ assessment requirements and subsequent achievements to the MIS Data Officer/Administration Team, as appropriate.
* To inform the Learner at the start of their programme of the assessment schedule planned in order to meet programme requirements.

# Programme Managers / Course Team:

* The Programme Manager or other designated Managers will take the lead in developing team structures in terms of Assessment and Internal Verification.
* Provide the Learners with comprehensive information on assessment, including regulations, so they understand the purpose of assessment and what is expected of them.
* Identify and establish assessment opportunities to meet the outcomes of the programme of study, using a variety of appropriate assessment methods.
* Ensure that assessment is carried out only to nationally approved standards for education and training.
* Monitor systematically the assessment process via rigorous systems of internal verification and moderation.
* Use Assessors and Verifiers who are qualified to appropriate endorsed national standards.
* Provide well co-ordinated arrangements and facilities for assessments.
* Produce and monitor an off-centre study schedule, which is transparent and includes marking and return of work within appropriate and reasonable timescales.
* Hold regular minuted team and team Standardisation meetings, which include appropriate coverage of assessment and verification matters.
* Undertake a formal course/subject review and evaluation as part of Training Academy’s Quality Procedures.
* Identify staff development and training needs relevant to assessment, and ensure that these are met.

# Funding and Data (MIS):

* Register Learners with the relevant Awarding Bodies in conjunction with programme teams.
* Provide liaison with and support from MIS Team and Administration Team.
* Effective management information-based tracking of Learners and monitoring of performance and feedback to teams.
* Download and store any exam papers/scripts securely in line with Awarding Body requirements and that only authorised staff have access to these, maintaining a process of tracking, where required.
* Ensure that external exams/assessments are in line with Awarding Body requirements.
* Claim Learners’ achievements in conjunction with programme teams.
* Check and distribute Learners’ certificates.
* Production of Learner retention and achievement data feedback to teams.
* Recording of Learner destinations and feedback to teams.
* Publication of Learner achievement.
* Policy development.

# Assessor:

# (To operate systems to assure quality of assessment at programme Level)

## To provide advice and support to Learners

* Ensure Learners have up-to-date Awarding Body criteria.
* Negotiate action plans with Learners.
* Provide Learners with opportunities to collect relevant evidence including in the workplace.
* Attend Assessor Team meetings.
* Participate fully in the assessment process, e.g. cross-marking, moderation, and discussion at team meetings.
* Make arrangements for special needs Learners ensuring access arrangements are processed in conjunction with the MIS Team, Programme Managers and Principal.

## To identify that appropriate and sufficient equipment and physical resources are available:

* Identify, prioritise and review physical resource needs to meet Awarding Bodies’ requirements.
* Advise departments of resource needs, via the Internal Verifier, Course Review and evaluation documentation and team meetings.
* Involve the Internal Verifier in annual Course Reviews and Evaluations.
* Ensure compliance with Awarding Bodies’ requirements.

## To use appropriate methods of assessment:

* Give timely, constructive and effective feedback to Learners.
* Issue assignments, indicating submission/retakes and resubmission dates where appropriate and hand in dates.
* Use a variety of assessment methods to ensure equality of opportunity and effective usage of Learners’ time.
* Ensure assessments, internal and external, conform to National and Awarding Bodies Standards and Regulations, and Training Academy Regulations.
* Ensure disputes and appeals are dealt with in accordance with the Learner Appeals Procedure.

To ensure that appropriate mechanisms are operating for gathering and recording assessment documentation:

* Ensure Learner records are complete, legible and accurate.
* Ensure documentation is complete and up-to-date at course level, in line with Training Academy systems.
* Ensure security and confidentiality of assessment documentation is maintained.
* Ensure appropriate document storage and timescales in line with Awarding Body requirements and Regulations.

## To liaise with appropriate authorities:

* Identify issues for resolution at Training Academy, department and team level, and communicate through appropriate channels.
* Liaise with Internal Verifiers for the programme area.
* Ensure team’s recommendations for external action to maintain quality of assessment are accurately communicated to Internal Verifiers.
* Liaise with Internal Verifiers by team meetings and by supplying copies of all notes of meetings to the Internal Verifiers.
* Advise External Verifier/Moderator, via Internal Verifiers, of special needs Learners and any changes in Training Academy assessment personnel.
* To implement the agreed External Verifier/Moderator’s visit planner in full, as applicable, including those requirements started prior to the visit.

# Internal Verifiers and Programme Manager’s

To implement systems to assure quality of assessment at programme Level

## To provide advice and support to Assessors to:

* Ensure that Lead IQAs in respect of qualification programmes of study register annually and undertake OSCA Accreditation and Standardisation, where relevant.
* Ensure that cover for absence and succession plans are in place for Lead IQAs.
* LIQA/OSCA Standardisation documentation is used to undertake Standardisation activities with all programme staff .
* Produce an Assessment and IQA Strategy appropriate to staffing and qualification in line with Awarding Body guidelines.
* Produce an Assessment and IQA plan for each qualification within their jurisdiction within Awarding Body requirements.
* Provide Assessors with latest Awarding Body guidelines, documents and records promptly.
* Ensure all approved Assessment and IQA documentation is applied consistently throughout the qualification.
* Ensure Assessors have up-to-date Awarding Body criteria.
* Identify, prioritise and review training development needs for Assessors and advise departmental management, for inclusion in department staff development plan.
* Monitor allocation of Assessor duties and responsibilities.
* Hold Assessor team meetings.
* Hold Standardisation meetings.
* Disseminate results of monitoring to assessors at programme level.
* Ensure Assessors are assisted with arrangements for special needs Learners.
* Ensure that over a 12 week period that new Assessors are fully supported and mentored with the above and are confident with the programme.
* Ensure that new Assessors’ assessments are countersigned by a qualified Assessor, where the qualification requires this.
* Attend LIQA meetings and programme quality audits.
* To monitor that appropriate physical resources are available and sufficient for Learner numbers and requirements, and that these are maintained on a regular basis to ensure their fitness for purpose.
* Identify, prioritise practice and provide constructive feedback to Assessors, e.g. examine programme of assignments and advise on timing, range of assessment methods, level, etc.
* Assist Assessors to apply the requirements of assessment of both performance and underpinning knowledge evidence in a standardised way.
* Ensure assessments conform to National and Awarding Bodies standards and Training Academy regulations.
* Ensure disputes and appeals are dealt with in full accordance with the Learner Appeals Procedure.
* Ensure that the Equality, Diversity and Inclusion Policy requirements are upheld for all assessment procedures.

To confirm appropriate mechanisms are operating for gathering and recording assessment documentation:

* Sample and monitor the work of Assessors according to the appropriate Awarding Body’s guidance.
* Ensure submissions for award of certificates fully meet Awarding Body requirements.
* Ensure documentation is complete and up-to-date at programme level, in line with Training Academy systems.
* Ensure security and confidentiality of assessment documentation is maintained.
* Maintain a frequency and level of random sampling that is sufficient to ensure that between the External Verifier’s/Standards Moderator visits/sampling, s/he will have verified the work of all assessors in accordance with the appropriate Awarding Body’s guidelines.
* Maintain records of Internal Verification activities and make available to the External Verifier/Standards Moderator, if required.
* Maintain a record of Appeals and Malpractice made by Learners.
* Work towards/gain appropriate accreditation or equivalent.
* To ensure that there is a sufficiency of Internal Verifiers.
* To ensure that Learners’ assessment and Internal Verification documentation is stored securely for a minimum period of 3 years or in accordance with Awarding Body requirements.
* To ensure samples of Learners work are gathered and prepared for standards verification/moderation, as appropriate.
* To liaise with the Quality Nominee/Quality Department.
* To ensure programme quality files are up-to-date and contain all relevant documentation, as required by the Quality Department and Awarding Body requirements, are consistently maintained and prepared for internal and external audit.

**NB An internal verifier cannot verify his/her own Assessments**

To liaise with appropriate authorities:

* Identify issues for resolution at Training Academy, Department and team level, and communicate through appropriate channels
* Liaise with External Moderator/Standards Verifier for programme area and implement any agreed action plan required by them in conjunction with the Quality Nominee.
* Provide any required assistance to the External Moderator/Standards Verifier during their visits as required by them.
* Ensure team’s recommendations for external action to maintain quality of assessment are accurately communicated to External Moderator/Standards Verifier.
* Maintain a full record of visits by the External Verifier/Standards Moderator.
* To monitor and complete any actions arising out of External Moderator/Standards Verifier visits/sampling in a timely fashion.
* Liaise with the Quality Nominee, to include termly meetings and one-to-one meetings, and by supplying copies of all communications with External Verifiers/Standards Verifiers.
* Make available to programme teams, copies of External Moderators/Standards Verifier’s report forms.
* Advise External Verifier’s/Standards Moderators and Awarding Bodies, as appropriate, of special needs Learners.

# Quality and Professional Development

To design, develop and implement systems to assure quality of assessment at Training Academy Level.

## To provide advice and support to Programme Managers:

* Provide programme staff with latest updates from Awarding Bodies, promptly.
* Ensure programme staff have up-to-date Awarding Body criteria/standards.
* Hold termly Lead IQA meetings to ensure that LIQAs are prepared and clear about their responsibilities in respect of the Quality Assurance Process, and deliver an IQA Process that is compliant with Awarding Body and Regulatory Regulations and requirements
* Identify, prioritise and review development needs of individual programme areas, which need to be addressed at Training Academy level.
* Disseminate results of Training Academy and external monitoring system to Verifiers.
* Monitor Training Academy arrangements for special needs Learners.

## To monitor that appropriate methods of assessment are used:

* Monitor all programme assessments to ensure that they conform to National and Awarding Bodies’ standards and Training Academy regulations.
* Programme Managers or Director of Quality & Training to monitor that Learners’ Assessment Appeals Procedure is followed and where issues are raised are reported to Quality and Professional Development.
* Carry out regular quality audits throughout the year.
* To monitor mechanisms for gathering and recording assessment documentation
* Maintain, in conjunction with Programme Managers, a current list of Verifiers, and courses for which they are responsible, and their cover in case of absence.
* Maintain current list of External Training Academy/Centre and Programme Verifiers.
* Monitor programme and Training Academy level systems of documentation and identify issues for Training Academy resolution.
* Monitor security and confidentiality of assessment documentation at department level.
* Programme Managers and the Director of Quality to liaise with Funding and Data (MIS) to monitor system of accurate records of achievement at Training Academy level.
* Programme Managers to monitor the programme level system for information, guidance and counselling relating to assessment.

#### To liaise with appropriate authorities:

* Identify issues for resolution at Training Academy level and communicate through appropriate channels.
* Disseminate results of monitoring to Management and Internal Verifiers.
* Liaise with external Training Academy Verifiers/Moderators and identify and monitor actions necessary at Training Academy level.
* Ensure Training Academy recommendations for external actions, to maintain quality of assessment, are accurately communicated to appropriate bodies.
* Ensure Programme Managers liaise with Internal Verifiers by regular meetings.
* Receive copies of all External Verifier/Moderator Reports and Action Plans from External Verifiers/Moderators, and ensure that actions, for which staff are directly responsible, are implemented in a timely and appropriate manner.
* Ensure Programme Managers provide up-to-date lists of Internal Verifiers and courses for which they are responsible to the Quality Department and Funding and Data (MIS) Team.

# Evaluation of Assessment, External & Internal Verification Policy

This Policy will be reviewed annually by the Senior Management Team (SMT).

Auditing and monitoring of the EV & IQA Process, and the production of termly reports for these Committees be will completed by the Programme Managers/Director of Quality & Training and reflected within the Training Academy QIP report.

RTA Assessment, IQA and Appeals Policy – reviewed 8-8-2023 / 8-3-2024